

**2008 ADE/CEF Promising Practices Awards  
Part I: Cover Sheet**

Practice Name Pillars of Character  
Name of Principal Greg Reid, Ed.D.  
Official School Name Sequoia Elementary School  
School Mailing Address 11808 N. 64<sup>th</sup> Tel. (480) 484-3200 ext. 3210  
School Website www.susd.org/sequoia  
Scottsdale 85254 Email Address greid@susd.org  
City Zip

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate. If my program is recognized as a Promising Practice the contents of this application may be made available to the public.

Greg Reid Date 10/1/07  
(Principal's signature)

Name of Superintendent Dr. John M. Baracy  
District Name Scottsdale Unified School District Tel. (480) 484-6100  
District Mailing 3811 N. 44<sup>th</sup> St.  
Phoenix 85018 Email Address \_\_\_\_\_  
City Zip

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate.

J M Baracy Date 10/9/07  
(Superintendent's signature)

# 2008 ADE/CEF Promising Practices Awards

## Part II: Background Information

1. Category that best describes the area where the school is located:

- ☐ Urban or large central city
 ☒ Suburban  
☐ Suburban school with characteristics typical of an urban area  
☐ Small city or town in a rural area
 ☐ Rural

2. 1 Number of years the principal has been in her/his position at this school.

3 If less than three years, how long was the previous principal at this school?

3. Number of students enrolled at each grade level or its equivalent in applying school building:

Pre-K <u>70</u>	5th <u>90</u>	10th _____
1st <u>98</u>	6th _____	11th _____
2nd <u>87</u>	7th _____	12th _____
3rd <u>92</u>	8th _____	
4th <u>96</u>	9th _____	TOTAL: _____

4. Limited English proficient students in the school: 6 % 30 Total Number

Number of languages represented: 12 Specify languages: Hebrew, Spanish, French, Tagalog, Romanian, Ukrainian, Russian, Polish, Hindi, Japanese, Dutch, Serbo-Croatian

5. Students who participate in free/reduced-priced meals: 5 % 27 Total Number

*If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.*

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## **Part III: Narrative Responses**

**1. What is the practice and how have you implemented it in your school or district?** Provide a detailed description of a unique and specific practice already taking place in your school or district.

**2. How does the specific practice contribute to character development?**  
(For example, how does the practice help students develop good character? Are there activities for reflection and feedback from students and staff?)

**3. What impact is the practice having on students in your school or district?** (For example, what evidence do you have that students have acquired positive skills, attitudes, or behaviors as a result of this practice? How have you measured success? What student, staff, parent, or community member testimonials speak to the effectiveness of the practice in promoting positive character development?) Please include summaries of any data or survey information that attest to the effectiveness of the practice.

1. What is the practice and how you implemented it in your school?

One aspect of our elementary school's Character Education Program is to award positive behaviors through a "Character Counts" bulletin board, which is located in our hallway for all to see and appreciate. We have assigned each grade level, K-5, a specific color for the year. The administration and the staff rotate months decorating the board with a background theme. For example, in January, we use Ellison cut-outs of mittens, in the specific colors. Mittens, or whatever shape of the month is being used, are placed by the staff mailboxes. As anyone on our campus "catches" a student exhibiting a character trait, such as good citizenship, being responsible, showing kindness or caring, acting in a respectful manner, and/or being trustworthy, they write the student's name and action on the shape and put it in a container located in our office. If the student is in fourth grade, for example, their color is orange, so you would write in on an orange mitten. Teachers also recognize students for exceptional efforts in their academics. Then, the administration draws several shapes per grade level and broadcasts their name with the action during the morning announcements. Those students get to go to the office, where the administration congratulates them on a job well done, walks them to the bulletin board, and allows them to choose the spot where they would like to display their colored shape. At the end of each month, all the objects are removed, and put into a drawing. The administration draws five names per grade level. These students are awarded a lunch with the principal on the stage of our cafeteria, during their lunchtime.